Lesson	Georgia Performance Standards
1•1	M4P1. - Students will solve problems (using appropriate technology).
1•2	M4P3. - Students will communicate mathematically.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
	M4P5. - Students will represent mathematics in multiple ways.
1•3	M4G1. - Students will define and identify the characteristics of geometric figures through examination and construction. a. Examine and compare angles in order to classify and identify triangles by their angles. b. Describe parallel and perpendicular lines in plane geometric figures. c. Examine and classify quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi). d. Compare and contrast the relationships among quadrilaterals.
	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P3. - Students will communicate mathematically.
1•4	M4G1. - Students will define and identify the characteristics of geometric figures through examination and construction. b. Describe parallel and perpendicular lines in plane geometric figures. c. Examine and classify quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi). d. Compare and contrast the relationships among quadrilaterals.
	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P3. - Students will communicate mathematically.
1•5	M4G1. - Students will define and identify the characteristics of geometric figures through examination and construction. a. Examine and compare angles in order to classify and identify triangles by their angles. c. Examine and classify quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi). d. Compare and contrast the relationships among quadrilaterals.
	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P3. - Students will communicate mathematically.
1•6	M4G1. - Students will define and identify the characteristics of geometric figures through examination and construction. c. Examine and classify quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi). d. Compare and contrast the relationships among quadrilaterals.
	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P3. - Students will communicate mathematically.
	M4P5. - Students will represent mathematics in multiple ways.

Lesson	Georgia Performance Standards (cont.)
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
	M4D1. - Students will gather, organize, and display data according to the situation and compare related features. a. Represent data in bar, line and pictographs.
	M4P1. - Students will solve problems (using appropriate technology).
	M4P5. - Students will represent mathematics in multiple ways.
12•4	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. e. Multiply and divide both one and two digit decimal fractions by whole numbers.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
	M4P1. - Students will solve problems (using appropriate technology).
	M4P3. - Students will communicate mathematically.
	M4P5. - Students will represent mathematics in multiple ways.
12•5	M4N2. - Students will understand and apply the concept of rounding numbers. c. Understand the meaning of rounding a decimal fraction to the nearest whole number.
	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. a. Understand decimal fractions are a part of the base-ten system. b. Understand the relative size of numbers and order two digit decimal fractions. e. Multiply and divide both one and two digit decimal fractions by whole numbers.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
	M4P1. - Students will solve problems (using appropriate technology). b. Solve problems that arise in mathematics and in other contexts.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
12•6	M4N4. - Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. c. Understand the relationship between dividend, divisor, quotient, and remainder.
	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. e. Multiply and divide both one and two digit decimal fractions by whole numbers.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them.

Lesson	Georgia Performance Standards
12•1	M4D1. - Students will gather, organize, and display data according to the situation and compare related features. a. Represent data in bar, line and pictographs. b. Investigate the features and tendencies of graphs. c. Compare different graphical representations for a given set of data.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
	M4P3. - Students will communicate mathematically.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
	M4P5. - Students will represent mathematics in multiple ways.
12•2	M4N4. - Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. a. Know the division facts with understanding and fluency.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them.
	M4D1. - Students will gather, organize, and display data according to the situation and compare related features. a. Represent data in bar, line and pictographs. d. Identify missing information and duplications in data.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
	M4P1. - Students will solve problems (using appropriate technology). a. Build new mathematical knowledge through problem solving. c. Apply and adapt a variety of appropriate strategies to solve problems. d. Monitor and reflect on the process of mathematical problem solving.
	M4P3. - Students will communicate mathematically.
	M4P5. - Students will represent mathematics in multiple ways.
12•3	M4N2. - Students will understand and apply the concept of rounding numbers. a. Round numbers to the nearest ten, hundred, or thousand. b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand. d. Represent the results of computation as a rounded number when appropriate and estimate a sum or difference by rounding numbers.
	M4N4. - Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. b. Solve problems involving division by a 2-digit number (including those that generate a remainder).
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them. d. Use mental math and estimation strategies to compute.

Lesson	Georgia Performance Standards (cont.)
	M4P3. - Students will communicate mathematically.
	M4P5. - Students will represent mathematics in multiple ways.
11•6	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them.
	M4M1. - Students will understand the concept of weight and how to measure it. a. Use standard and metric units to measure the weight of objects. b. Know units used to measure weight (gram, kilogram, ounces, pounds and tons). c. Compare one unit to another within a single system of measurement.
	M4P3. - Students will communicate mathematically.
11•7	M4N2. - Students will understand and apply the concept of rounding numbers. a. Round numbers to the nearest ten, hundred, or thousand. b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand. c. Understand the meaning of rounding a decimal fraction to the nearest whole number.
	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. e. Multiply and divide both one and two digit decimal fractions by whole numbers.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them. d. Use mental math and estimation strategies to compute.
	M4M1. - Students will understand the concept of weight and how to measure it. a. Use standard and metric units to measure the weight of objects. b. Know units used to measure weight (gram, kilogram, ounces, pounds and tons). c. Compare one unit to another within a single system of measurement.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
	M4P1. - Students will solve problems (using appropriate technology).
	M4P5. - Students will represent mathematics in multiple ways.

Lesson	Georgia Performance Standards
11•1	M4M1. - Students will understand the concept of weight and how to measure it. a. Use standard and metric units to measure the weight of objects. b. Know units used to measure weight (gram, kilogram, ounces, pounds and tons). c. Compare one unit to another within a single system of measurement.
	M4P5. - Students will represent mathematics in multiple ways.
11•2	M4M1. - Students will understand the concept of weight and how to measure it. a. Use standard and metric units to measure the weight of objects. b. Know units used to measure weight (gram, kilogram, ounces, pounds and tons).
	M4G2. - Students will understand fundamental solid figures. a. Compare and contrast a cube and a rectangular prism in terms of the number and shape of their faces, edges, and vertices. b. Describe parallel and perpendicular lines and planes in connection with the rectangular prism. c. Construct/collect models for solid geometric figures (cube, prisms, cylinder, etc.).
	M4P5. - Students will represent mathematics in multiple ways.
11•3	M4G2. - Students will understand fundamental solid figures. a. Compare and contrast a cube and a rectangular prism in terms of the number and shape of their faces, edges, and vertices. b. Describe parallel and perpendicular lines and planes in connection with the rectangular prism. c. Construct/collect models for solid geometric figures (cube, prisms, cylinder, etc.).
	M4P3. - Students will communicate mathematically.
	M4P5. - Students will represent mathematics in multiple ways.
11•4	M4G2. - Students will understand fundamental solid figures. b. Describe parallel and perpendicular lines and planes in connection with the rectangular prism. c. Construct/collect models for solid geometric figures (cube, prisms, cylinder, etc.).
	M4P1. - Students will solve problems (using appropriate technology). a. Build new mathematical knowledge through problem solving.
	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P5. - Students will represent mathematics in multiple ways.
11•5	M4G2. - Students will understand fundamental solid figures. a. Compare and contrast a cube and a rectangular prism in terms of the number and shape of their faces, edges, and vertices. b. Describe parallel and perpendicular lines and planes in connection with the rectangular prism. c. Construct/collect models for solid geometric figures (cube, prisms, cylinder, etc.).
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems. b. Represent unknowns using symbols, such as □ and Δ. c. Write and evaluate mathematical expressions using symbols and different values.
	M4P2. - Students will reason and evaluate mathematical arguments.

Lesson	Georgia Performance Standards
10•1	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P5. - Students will represent mathematics in multiple ways.
10•2	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P5. - Students will represent mathematics in multiple ways.
10•3	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P5. - Students will represent mathematics in multiple ways.
10•4	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
	M4P5. - Students will represent mathematics in multiple ways.
10•5	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
	M4P5. - Students will represent mathematics in multiple ways.
10•6	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions. b. Add and subtract fractions and mixed numbers with common denominators. (Denominators should not exceed twelve.)
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them. d. Use mental math and estimation strategies to compute.
	M4M2. - Students will understand the concept of angles and how to measure it. a. Use tools, such as a protractor or angle ruler, and other methods such as paper folding, drawing a diagonal in a square, to measure angles.
	M4P3. - Students will communicate mathematically.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
	M4P5. - Students will represent mathematics in multiple ways.

Lesson	Georgia Performance Standards (cont.)
9•6	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions.
	M4D1. - Students will gather, organize, and display data according to the situation and compare related features. a. Represent data in bar, line and pictographs. b. Investigate the features and tendencies of graphs.
	M4P5. - Students will represent mathematics in multiple ways.
9•7	M4D1. - Students will gather, organize, and display data according to the situation and compare related features. a. Represent data in bar, line and pictographs. c. Compare different graphical representations for a given set of data. d. Identify missing information and duplications in data.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
	M4P5. - Students will represent mathematics in multiple ways.
9•8	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. d. Model multiplication and division of decimal fractions by whole numbers. e. Multiply and divide both one and two digit decimal fractions by whole numbers.
	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. c. Convert and use mixed numbers and improper fractions interchangeably.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. d. Use mental math and estimation strategies to compute.
	M4P2. - Students will reason and evaluate mathematical arguments.
9•9	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. d. Model multiplication and division of decimal fractions by whole numbers. e. Multiply and divide both one and two digit decimal fractions by whole numbers.
	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them. b. Compute using the order of operations, including parentheses. d. Use mental math and estimation strategies to compute.
	M4P1. - Students will solve problems (using appropriate technology).

Lesson	Georgia Performance Standards
9•1	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions.
	M4P3. - Students will communicate mathematically.
9•2	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions.
	M4P5. - Students will represent mathematics in multiple ways.
9•3	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P3. - Students will communicate mathematically.
9•4	M4N4. - Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. b. Solve problems involving division by a 2-digit number (including those that generate a remainder).
	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them.
	M4P1. - Students will solve problems (using appropriate technology).
9•5	M4N2. - Students will understand and apply the concept of rounding numbers. a. Round numbers to the nearest ten, hundred, or thousand. c. Understand the meaning of rounding a decimal fraction to the nearest whole number.
	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them. b. Compute using the order of operations, including parentheses.
	M4P1. - Students will solve problems (using appropriate technology).

Lesson	Georgia Performance Standards (cont.)
8•6	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. c. Write and evaluate mathematical expressions using symbols and different values.
	M4G1. - Students will define and identify the characteristics of geometric figures through examination and construction. b. Describe parallel and perpendicular lines in plane geometric figures. c. Examine and classify quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi). d. Compare and contrast the relationships among quadrilaterals.
	M4P2. - Students will reason and evaluate mathematical arguments.
8•7	M4G1. - Students will define and identify the characteristics of geometric figures through examination and construction. a. Examine and compare angles in order to classify and identify triangles by their angles. c. Examine and classify quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi).
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems. b. Represent unknowns using symbols, such as □ and Δ. c. Write and evaluate mathematical expressions using symbols and different values.
8•8	M4N2. - Students will understand and apply the concept of rounding numbers. a. Round numbers to the nearest ten, hundred, or thousand. b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand.
	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. a. Understand decimal fractions are a part of the base-ten system.
	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions. b. Add and subtract fractions and mixed numbers with common denominators. (Denominators should not exceed twelve.)
	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P3. - Students will communicate mathematically.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
	M4P5. - Students will represent mathematics in multiple ways.

Lesson	Georgia Performance Standards
8•1	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
	M4P1. - Students will solve problems (using appropriate technology).
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
	M4P5. - Students will represent mathematics in multiple ways.
8•2	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
	M4P1. - Students will solve problems (using appropriate technology).
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
	M4P5. - Students will represent mathematics in multiple ways.
8•3	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. d. Use mental math and estimation strategies to compute.
	M4P1. - Students will solve problems (using appropriate technology).
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
	M4P5. - Students will represent mathematics in multiple ways.
8•4	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. d. Use mental math and estimation strategies to compute.
	M4M1. - Students will understand the concept of weight and how to measure it. c. Compare one unit to another within a single system of measurement.
	M4P1. - Students will solve problems (using appropriate technology).
	M4P3. - Students will communicate mathematically.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
8•5	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems. c. Write and evaluate mathematical expressions using symbols and different values.
	M4P2. - Students will reason and evaluate mathematical arguments.

Lesson	Georgia Performance Standards (cont.)
7•8	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. a. Understand decimal fractions are a part of the base-ten system.
	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. c. Convert and use mixed numbers and improper fractions interchangeably.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
7•9	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions.
	M4G3. - Students will use the coordinate system. a. Understand and apply ordered pairs in the first quadrant of the coordinate system. b. Locate a point in the first quadrant in the coordinate plane and name the ordered pair. c. Graph ordered pairs in the first quadrant.
	M4P5. - Students will represent mathematics in multiple ways.
7•10	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions.
	M4P5. - Students will represent mathematics in multiple ways.
7•11	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions.
	M4P1. - Students will solve problems (using appropriate technology).
	M4P2. - Students will reason and evaluate mathematical arguments.
7•12	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million.
	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions. b. Add and subtract fractions and mixed numbers with common denominators. (Denominators should not exceed twelve.)
	M4D1. - Students will gather, organize, and display data according to the situation and compare related features. a. Represent data in bar, line and pictographs. b. Investigate the features and tendencies of graphs.
	M4P1. - Students will solve problems (using appropriate technology).
	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P5. - Students will represent mathematics in multiple ways.

Lesson	Georgia Performance Standards
7•1	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions.
	M4P3. - Students will communicate mathematically.
	M4P5. - Students will represent mathematics in multiple ways.
7•2	M4N4. - Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. a. Know the division facts with understanding and fluency.
	M4P3. - Students will communicate mathematically.
	M4P5. - Students will represent mathematics in multiple ways.
7•3	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. b. Add and subtract fractions and mixed numbers with common denominators. (Denominators should not exceed twelve.)
7•4	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. b. Add and subtract fractions and mixed numbers with common denominators. (Denominators should not exceed twelve.)
	M4P5. - Students will represent mathematics in multiple ways.
7•5	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions. b. Add and subtract fractions and mixed numbers with common denominators. (Denominators should not exceed twelve.) c. Convert and use mixed numbers and improper fractions interchangeably.
	M4P5. - Students will represent mathematics in multiple ways.
7•6	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
7•7	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
	M4P2. - Students will reason and evaluate mathematical arguments.

Lesson	Georgia Performance Standards (cont.)
6•9	M4G3. - Students will use the coordinate system. a. Understand and apply ordered pairs in the first quadrant of the coordinate system. b. Locate a point in the first quadrant in the coordinate plane and name the ordered pair. c. Graph ordered pairs in the first quadrant.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
6•10	M4N4. - Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. b. Solve problems involving division by a 2-digit number (including those that generate a remainder). c. Understand the relationship between dividend, divisor, quotient, and remainder. d. Understand and explain the effect on the quotient of multiplying or dividing both the divisor and dividend by the same number. (2050 ÷ 50 yields the same answer as 205 ÷ 5).
	M4G3. - Students will use the coordinate system. a. Understand and apply ordered pairs in the first quadrant of the coordinate system. b. Locate a point in the first quadrant in the coordinate plane and name the ordered pair. c. Graph ordered pairs in the first quadrant.
	M4P1. - Students will solve problems (using appropriate technology). c. Apply and adapt a variety of appropriate strategies to solve problems. d. Monitor and reflect on the process of mathematical problem solving.

Lesson	Georgia Performance Standards (cont.)
6•3	M4N4. - Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. a. Know the division facts with understanding and fluency. b. Solve problems involving division by a 2-digit number (including those that generate a remainder). c. Understand the relationship between dividend, divisor, quotient, and remainder. d. Understand and explain the effect on the quotient of multiplying or dividing both the divisor and dividend by the same number. (2050 ÷ 50 yields the same answer as 205 ÷ 5).
	M4P1. - Students will solve problems (using appropriate technology).
	M4P3. - Students will communicate mathematically.
6•4	M4N4. - Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. b. Solve problems involving division by a 2-digit number (including those that generate a remainder). c. Understand the relationship between dividend, divisor, quotient, and remainder.
	M4P1. - Students will solve problems (using appropriate technology).
6•5	M4M2. - Students will understand the concept of angles and how to measure it. a. Use tools, such as a protractor or angle ruler, and other methods such as paper folding, drawing a diagonal in a square, to measure angles. b. Understand the meaning and measure of a half rotation (180°) and a full rotation (360°).
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
	M4P5. - Students will represent mathematics in multiple ways.
6•6	M4M2. - Students will understand the concept of angles and how to measure it. a. Use tools, such as a protractor or angle ruler, and other methods such as paper folding, drawing a diagonal in a square, to measure angles. b. Understand the meaning and measure of a half rotation (180°) and a full rotation (360°).
	M4P5. - Students will represent mathematics in multiple ways.
6•7	M4M2. - Students will understand the concept of angles and how to measure it. a. Use tools, such as a protractor or angle ruler, and other methods such as paper folding, drawing a diagonal in a square, to measure angles. b. Understand the meaning and measure of a half rotation (180°) and a full rotation (360°).
	M4G1. - Students will define and identify the characteristics of geometric figures through examination and construction. a. Examine and compare angles in order to classify and identify triangles by their angles.
	M4P3. - Students will communicate mathematically.
6•8	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. d. Use mental math and estimation strategies to compute.
	M4G3. - Students will use the coordinate system. a. Understand and apply ordered pairs in the first quadrant of the coordinate system. b. Locate a point in the first quadrant in the coordinate plane and name the ordered pair. c. Graph ordered pairs in the first quadrant.
	M4P5. - Students will represent mathematics in multiple ways.

Lesson	Georgia Performance Standards
6•1	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million.
	M4N2. - Students will understand and apply the concept of rounding numbers. a. Round numbers to the nearest ten, hundred, or thousand. d. Represent the results of computation as a rounded number when appropriate and estimate a sum or difference by rounding numbers.
	M4N3. - Students will solve problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.
	M4N4. - Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. a. Know the division facts with understanding and fluency. b. Solve problems involving division by a 2-digit number (including those that generate a remainder). c. Understand the relationship between dividend, divisor, quotient, and remainder.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them. d. Use mental math and estimation strategies to compute.
	M4P1. - Students will solve problems (using appropriate technology). a. Build new mathematical knowledge through problem solving. c. Apply and adapt a variety of appropriate strategies to solve problems.
	M4P5. - Students will represent mathematics in multiple ways.
6•2	M4N4. - Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. a. Know the division facts with understanding and fluency. b. Solve problems involving division by a 2-digit number (including those that generate a remainder). c. Understand the relationship between dividend, divisor, quotient, and remainder. d. Understand and explain the effect on the quotient of multiplying or dividing both the divisor and dividend by the same number. (2050 ÷ 50 yields the same answer as 205 ÷ 5).
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them. d. Use mental math and estimation strategies to compute.
	M4P1. - Students will solve problems (using appropriate technology). a. Build new mathematical knowledge through problem solving. d. Monitor and reflect on the process of mathematical problem solving.
	M4P5. - Students will represent mathematics in multiple ways.

Lesson	Georgia Performance Standards (cont.)
5•9	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million. b. Equate a number's word name, its standard form, and its expanded form.
	M4P3. - Students will communicate mathematically.
5•10	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million.
	M4N2. - Students will understand and apply the concept of rounding numbers. a. Round numbers to the nearest ten, hundred, or thousand. b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
5•11	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million. b. Equate a number's word name, its standard form, and its expanded form.
	M4N3. - Students will solve problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.

Lesson	Georgia Performance Standards (cont.)
5•5	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million. b. Equate a number's word name, its standard form, and its expanded form.
	M4N3. - Students will solve problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. c. Compute using the commutative, associative, and distributive properties. d. Use mental math and estimation strategies to compute.
	M4P1. - Students will solve problems (using appropriate technology).
5•6	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million.
	M4N2. - Students will understand and apply the concept of rounding numbers. a. Round numbers to the nearest ten, hundred, or thousand. d. Represent the results of computation as a rounded number when appropriate and estimate a sum or difference by rounding numbers.
	M4N3. - Students will solve problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them. c. Compute using the commutative, associative, and distributive properties. d. Use mental math and estimation strategies to compute.
	M4P1. - Students will solve problems (using appropriate technology).
5•7	M4N3. - Students will solve problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
	M4P1. - Students will solve problems (using appropriate technology).
5•8	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million. b. Equate a number's word name, its standard form, and its expanded form.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them.
	M4P5. - Students will represent mathematics in multiple ways.

Lesson	Georgia Performance Standards
5•1	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million.
	M4N3. - Students will solve problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
	M4P2. - Students will reason and evaluate mathematical arguments.
5•2	M4N3. - Students will solve problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them. b. Compute using the order of operations, including parentheses. c. Compute using the commutative, associative, and distributive properties.
5•3	M4N2. - Students will understand and apply the concept of rounding numbers. c. Understand the meaning of rounding a decimal fraction to the nearest whole number.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them. d. Use mental math and estimation strategies to compute.
	M4P1. - Students will solve problems (using appropriate technology).
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
5•4	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million.
	M4N2. - Students will understand and apply the concept of rounding numbers. a. Round numbers to the nearest ten, hundred, or thousand. b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand. d. Represent the results of computation as a rounded number when appropriate and estimate a sum or difference by rounding numbers.
	M4N3. - Students will solve problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. c. Compute using the commutative, associative, and distributive properties. d. Use mental math and estimation strategies to compute.
	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.

Lesson	Georgia Performance Standards (cont.)
4•9	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
	M4P5. - Students will represent mathematics in multiple ways.
4•10	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million.
	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. a. Understand decimal fractions are a part of the base-ten system. b. Understand the relative size of numbers and order two digit decimal fractions. c. Add and subtract both one and two digit decimal fractions.
	M4M1. - Students will understand the concept of weight and how to measure it. c. Compare one unit to another within a single system of measurement.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.

Lesson	Georgia Performance Standards (cont.)
4•5	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million. b. Equate a number's word name, its standard form, and its expanded form.
	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. a. Understand decimal fractions are a part of the base-ten system. c. Add and subtract both one and two digit decimal fractions.
	M4P5. - Students will represent mathematics in multiple ways.
4•6	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million.
	M4N2. - Students will understand and apply the concept of rounding numbers. d. Represent the results of computation as a rounded number when appropriate and estimate a sum or difference by rounding numbers.
	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. a. Understand decimal fractions are a part of the base-ten system. c. Add and subtract both one and two digit decimal fractions.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. d. Use mental math and estimation strategies to compute.
4•7	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million. b. Equate a number's word name, its standard form, and its expanded form.
	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. a. Understand decimal fractions are a part of the base-ten system. b. Understand the relative size of numbers and order two digit decimal fractions.
	M4P5. - Students will represent mathematics in multiple ways.
4•8	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million.
	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. b. Understand the relative size of numbers and order two digit decimal fractions.
	M4M1. - Students will understand the concept of weight and how to measure it. c. Compare one unit to another within a single system of measurement.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.

Lesson	Georgia Performance Standards
4•1	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million. b. Equate a number's word name, its standard form, and its expanded form.
	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. a. Understand decimal fractions are a part of the base-ten system.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
4•2	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million.
	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. a. Understand decimal fractions are a part of the base-ten system. b. Understand the relative size of numbers and order two digit decimal fractions.
	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. c. Convert and use mixed numbers and improper fractions interchangeably.
	M4P5. - Students will represent mathematics in multiple ways.
4•3	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. a. Understand decimal fractions are a part of the base-ten system. b. Understand the relative size of numbers and order two digit decimal fractions.
	M4P5. - Students will represent mathematics in multiple ways.
4•4	M4N1. Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. b. Equate a number's word name, its standard form, and its expanded form.
	M4N2. - Students will understand and apply the concept of rounding numbers. b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand. c. Understand the meaning of rounding a decimal fraction to the nearest whole number. d. Represent the results of computation as a rounded number when appropriate and estimate a sum or difference by rounding numbers.
	M4N5. - Students will further develop their understanding of the meaning of decimal fractions and use them in computations. b. Understand the relative size of numbers and order two digit decimal fractions. c. Add and subtract both one and two digit decimal fractions.
	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P3. - Students will communicate mathematically.

Lesson	Georgia Performance Standards (cont.)
3•8	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them.
	M4P1. - Students will solve problems (using appropriate technology).
	M4P5. - Students will represent mathematics in multiple ways.
3•9	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems.
	M4P1. - Students will solve problems (using appropriate technology). d. Monitor and reflect on the process of mathematical problem solving.
	M4P3. - Students will communicate mathematically.
	M4P5. - Students will represent mathematics in multiple ways.
3•10	M4N4. - Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. a. Know the division facts with understanding and fluency.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them. b. Compute using the order of operations, including parentheses.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions.
	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P3. - Students will communicate mathematically.
3•11	M4N4. - Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. a. Know the division facts with understanding and fluency.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. b. Compute using the order of operations, including parentheses.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems. b. Represent unknowns using symbols, such as □ and △. c. Write and evaluate mathematical expressions using symbols and different values.
	M4P1. - Students will solve problems (using appropriate technology). a. Build new mathematical knowledge through problem solving.
	M4P3. - Students will communicate mathematically.

Lesson	Georgia Performance Standards
3•1	M4G1. - Students will define and identify the characteristics of geometric figures through examination and construction.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems. b. Represent unknowns using symbols, such as □ and △.
3•2	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. c. Compute using the commutative, associative, and distributive properties.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. a. Understand and apply patterns and rules to describe relationships and solve problems.
	M4P3. - Students will communicate mathematically.
3•3	M4N6. - Students will further develop their understanding of the meaning of common fractions and use them in computations. a. Understand representations of simple equivalent fractions.
	M4P3. - Students will communicate mathematically.
3•4	M4D1. - Students will gather, organize, and display data according to the situation and compare related features. a. Represent data in bar, line and pictographs. b. Investigate the features and tendencies of graphs.
	M4P3. - Students will communicate mathematically.
3•5	M4N4. - Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. a. Know the division facts with understanding and fluency. c. Understand the relationship between dividend, divisor, quotient, and remainder.
	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. a. Describe situations in which the four operations may be used and the relationships among them. c. Compute using the commutative, associative, and distributive properties.
3•6	M4N2. - Students will understand and apply the concept of rounding numbers. a. Round numbers to the nearest ten, hundred, or thousand. b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand.
	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
3•7	M4N3. - Students will solve problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.
	M4P1. - Students will solve problems (using appropriate technology).

Lesson	Georgia Performance Standards (cont.)
2•7	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. b. Equate a number's word name, its standard form, and its expanded form.
	M4N2. - Students will understand and apply the concept of rounding numbers. b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand. d. Represent the results of computation as a rounded number when appropriate and estimate a sum or difference by rounding numbers.
	M4P1. - Students will solve problems (using appropriate technology). a. Build new mathematical knowledge through problem solving. d. Monitor and reflect on the process of mathematical problem solving.
	M4P2. - Students will reason and evaluate mathematical arguments.
2•8	M4D1. - Students will gather, organize, and display data according to the situation and compare related features. a. Represent data in bar, line and pictographs. b. Investigate the features and tendencies of graphs. c. Compare different graphical representations for a given set of data.
	M4P3. - Students will communicate mathematically.
2•9	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million.
	M4N2. - Students will understand and apply the concept of rounding numbers. d. Represent the results of computation as a rounded number when appropriate and estimate a sum or difference by rounding numbers.
	M4P1. - Students will solve problems (using appropriate technology). d. Monitor and reflect on the process of mathematical problem solving.
	M4P2. - Students will reason and evaluate mathematical arguments.

Lesson	Georgia Performance Standards
2•1	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million.
	M4N2. - Students will understand and apply the concept of rounding numbers. b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand.
	M4P3. - Students will communicate mathematically.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
2•2	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. b. Equate a number's word name, its standard form, and its expanded form.
	M4A1. - Students will represent and interpret mathematical relationships in quantitative expressions. c. Write and evaluate mathematical expressions using symbols and different values.
	M4P3. - Students will communicate mathematically.
2•3	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million. b. Equate a number's word name, its standard form, and its expanded form.
	M4G1. - Students will define and identify the characteristics of geometric figures through examination and construction. c. Examine and classify quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi). d. Compare and contrast the relationships among quadrilaterals.
2•4	M4N1. - Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. a. Identify place value names and places from hundredths through one million. b. Equate a number's word name, its standard form, and its expanded form.
2•5	M4N7. - Students will explain and use properties of the four arithmetic operations to solve and check problems. d. Use mental math and estimation strategies to compute.
	M4D1. - Students will gather, organize, and display data according to the situation and compare related features. a. Represent data in bar, line and pictographs. b. Investigate the features and tendencies of graphs.
	M4P3. - Students will communicate mathematically.
2•6	M4D1. - Students will gather, organize, and display data according to the situation and compare related features. a. Represent data in bar, line and pictographs. d. Identify missing information and duplications in data.
	M4P5. - Students will represent mathematics in multiple ways.

Lesson	Georgia Performance Standards (cont.)
1•7	M4P2. - Students will reason and evaluate mathematical arguments.
	M4P3. - Students will communicate mathematically.
	M4P5. - Students will represent mathematics in multiple ways.
1•8	M4G1. - Students will define and identify the characteristics of geometric figures through examination and construction. a. Examine and compare angles in order to classify and identify triangles by their angles. b. Describe parallel and perpendicular lines in plane geometric figures. c. Examine and classify quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi). d. Compare and contrast the relationships among quadrilaterals.
	M4P4. - Students will make connections among mathematical ideas and to other disciplines.
	M4P5. - Students will represent mathematics in multiple ways.

Lesson	Georgia Performance Standards (cont.)
	M4D1. - Students will gather, organize, and display data according to the situation and compare related features. a. Represent data in bar, line and pictographs. b. Investigate the features and tendencies of graphs.
	M4P3. - Students will communicate mathematically.